



## NEW PROGRAM GUIDELINES FOR PROFESSIONALLY CERTIFIED SCHOOL PERSONNEL INITIAL & ADVANCED LEVELS

The Division of Professional Standards Board encourages diversity, imagination, and innovation in institutional planning. New programs to prepare professional educators to meet pressing social needs are encouraged. Of course, a unit must assume responsibility for the quality of its programs. New program proposals may be submitted to the Office of Educator Licensing and Development at any time. Proposals will be processed on a first come first serve basis. State responses to proposals may take up to 90 days, but every attempt will be made to provide responses earlier when possible.

Advanced programs that do not culminate in a licensure recommendation will not be reviewed by the OELD (Ex: Masters in Curriculum and Instruction). These programs should work through their institution's governance process and their regional accreditation body.

PLEASE SUBMIT **ONE** DOCUMENT IN **PDF** FORMAT. Please include the following bookmarks within the document: All documents should follow APA guidelines. Proposals need to follow the protocol below. Evidences that should be provided for each standard are included in blue. These evidences have been identified to assist in the preparation of materials for a successful submission. Evidences submitted must be substantive in nature and provide compelling connection to the narrative.

### **Cover Letter:**

1. List licensure content area for which you are seeking approval

Adaptive Physical Education

Business

CTE: Agriculture

CTE: Business Services and Technology

CTE: Marketing

CTE: Family and Consumer Science

CTE: Health Occupations

CTE: Trade and Industrial Education

Communication Disorders

Computer Education

Driver and Traffic Safety Education

English as a New Language

Exceptional Needs

Fine Arts

World Languages

Early Childhood Education

Middle School Education

High Ability Education

Health

Physical Education

Journalism

Language Arts

Library/Media

Mathematics

Reading  
Science

Life Science  
Physical Science  
Physics  
Chemistry  
Earth Space

Social Studies

Economics  
Geographical Perspectives  
Government and Citizenship  
Historical Perspectives  
Psychology  
Sociology

Technology Education

Building Level Administrator

District Level Administrator: Superintendent

District Level Administrator: Director of Career and Technical Education

District Level Administrator: Director of Curriculum and Instruction

District Level Administrator: Director of Exceptional Needs

School Services: School Counselor

School Services: School Psychologist

School Services: School Nurse

School Services: School Social Worker

2. Licensure Level (Choose 1 from the following list)

Elementary K-6

Secondary 5-12

All School P-12

Early Childhood P-3

Middle School 5-9

3. Delivery model

Traditional (university course based)

On-line (primary instruction is computer based)

Hybrid (part on-line and part face to face instruction)

Alternative (accelerated and clinical experience based)

Other: (please specify)\_\_\_\_\_

Name(s) and titles of representatives who will participate in proposal interview with committee.

Include representatives who are familiar with this proposal and this content area preparation.

4. Are you requesting a webcam interview or a meeting at the IDOE? If webcam, please provide contact information for the person with whom the IDOE tech personnel should contact about connection specifics.

**Standard I - Rationale**

There is a clear statement justifying the request for new program approval. The statement defines the need for the program, purpose it is to serve, and assumptions upon which it is based.

Standard I Evidences

Description of the program

## Summary of Conceptual Framework

Needs assessment data. Data must provide verification the program is based on well documented (at least one) LEA's needs. Evidence of LEA needs may include, but are not limited to, items such as use of emergency or T2T permits, student outcome data on state mandated tests, ACT/SAT performance results, graduation rates, changes in student demographics (e.g., increase in ENL students), a letter from an LEA indicating an agreement/partnership etc.

## Standard II - Curriculum

The program of preparation reflects a systematic design with an explicitly stated philosophy and objectives.

1. If the content area program leads to initial licensure, the program is related to the Interstate New Teacher Assessment and Support Consortium (INTASC) continuum in terms of the standards on which the model is based. The curriculum (program) for initial programs is aligned with the IDOE/DPS content and developmental level teacher standards available at the following link:  
<http://www.doe.in.gov/educatorlicensing/standards.html>. Programs seeking NCATE accreditation should also align curriculum to the SPA standards if applicable. Since IN is in the process of revising the teacher standards, new programs can choose to only align to the SPA standards for the 2010-2011 school year. Advanced programs are aligned with appropriate standards such as ISLLC, NBPTS, CEC Advanced Standards or other appropriate IDOE/DPS standards for advanced licensure programs.
2. Both initial and advanced programs are based on clearly delineated conceptual frameworks that are reflected in curricular design, implementation and assessment.
3. At the initial level, candidates receive appropriate depth and the breadth in general education, content preparation and essential pedagogy through a well-planned sequence of courses and experiences aligned to Indiana Administrative Code/REPA. At the advanced level, candidates receive appropriate depth and breadth in advanced content and pedagogical preparation through a well planned sequence of courses and experience aligned with the Indiana Administrative Code/REPA. Advanced programs should include application of research/research methods in authentic settings.
4. Both initial and advanced programs prepare candidates well in the use of technology for effective teaching.
5. Initial and advanced programs must prepare candidates to be culturally competent.

## Standard II Evidences

- Matrix of courses aligned to appropriate standards that documents how they are addressed and assessed. Standards and indicators should be included in documentation. Matrix documentation needs to be at the micro, not the macro level indicating how all standards and substandards are being addressed and assessed.. Knowledge and performances standards need to be documented. Below is a sample matrix:

Standard English/L Arts	Gen Ed		Education Professional Courses			Content Specific Courses		
P 1.1	Com 200	Psy 200	Ed 101	Ed 201	Ed 450	Eng 341	Eng 342	Eng 343
P 1.2	X1		X 1,2,4			X 8	X 1,2	
P 1.3		X 2,6	X 7		X 8		X 1,2	X 3
P 1.4	X 3			X 3				X 2
K 1.1		X 4				X 3		
K 1.2			X 4					
P 2.1			X 4		X 2, 7			X 8

Performance Assessment Examples: (1) test, (2) paper, (3) project, (4) portfolio artifact, (5) lab, (6) lesson plan, (7) field experience, (8) other

- Matrix of essential pedagogy as outlined in REPA.
- List of program outcomes aligned with key assessments. All key assessments must be focused on candidate content knowledge or based on P-12 student outcomes and aligned to Conceptual Framework.
- List of all required courses, titles and credit hours.
- Information about how program addresses and assesses SBRR reading.
- Information on how technology integration will be developed across the curriculum
- For each required course (pedagogy and content), please include syllabi and sample assessments which show the following:
  - Course objectives and goals (student outcomes)
  - List of required texts/readings with full citations
  - Outline of class schedule for course
  - Descriptions of required assignments
  - Sample of 2-3 assessments (exams, performance-based assessments) for each course, sufficient for committee to determine if candidates' knowledge and skills are being objectively measured.
- Delineate on-line, hybrid, or traditional models of delivery for proposed program as delivery method may dictate differences in syllabi, assignments and/or assessments.

### ***Standard III - Clinical and Field-Based Experiences***

In Indiana, supervised clinical experience is defined as a university employed adjunct or faculty member assigned or contracted with to provide feedback to candidates based on observation of a candidate's performance in a school setting. School based partners for initial programs (commonly referred to as cooperating teachers) do not count as supervisors of clinical experiences for this section. For non-IHE programs, supervised clinical experience is defined as non-IHE employed personnel who has teaching expertise that is contracted with to provide feedback to candidates based on observation of a candidate's performance in a school setting.

#### **Initial Level:**

Clinical and field-based experiences in the professional education curriculum are accompanied by professional supervision and feedback and are designed to prepare candidates to work effectively in specific education roles with emphasis on helping ALL students learn. "All students" includes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE definition).

#### **Advanced Level:**

The proposal includes a description of opportunities and expectations for candidates to work collaboratively with colleagues, with an emphasis on helping ALL students learn. "All students" includes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE definition). Key assessments must document candidate performance at all developmental levels for which the program is recommending for licensure. For example, building level administrators must have evidence of performance at elementary, middle and high school settings if the end recommendation is for P-12.

#### **Standard III Evidences**

- List/description of experiences (location, purpose, required hours of learner contact, supervision, candidate assessments, P-12 student learning outcome assessments)
- Description/chart of how diversity experiences will be tracked
- Description/chart of how all grade level coverages for licensure will be assured in proposed program.

## **Standard IV - Evaluation**

### **Program Evaluation**

1. The Unit Assessment System clearly denotes how the program and program participants will be assessed. Specific attention should be paid to addressing how the new program assessment fits within the current UAS and how data will be disaggregated for program assessment and improvement.
2. There are provisions for continuing evaluation of the program based on performance criteria to be met by those graduates completing the program.

### **Candidate Evaluation**

1. The program has systematic procedures for monitoring candidate admission, progress and completion of the program.
2. The proposal includes a description of assessment procedures and timelines that reference the approved Unit Assessment System and specifies:
  - a. products and performances to be assessed, and
  - b. standards of performance required to advance in the program.
3. The proposal should include plans/assessments to address, candidate content knowledge (min of 2 assessments for this area), pedagogical knowledge, student impact/P-12 student outcomes, use of technology for effective teaching and cultural competency.
4. Systematic approaches are used to assist candidates who are making unsatisfactory progress in their programs.
5. Candidate evaluation includes all required testing requirements for licensure available at the following link: <http://www.doe.in.gov/educatorlicensing//pdf/TestingScores.pdf>

### **Standard IV Evaluation**

#### **Program Evaluation**

Flowchart of data collection and review timelines

#### **Candidate Evaluation**

UAS Flowchart (description of benchmarks, timeline, procedures for assessing candidates)

Description of remediation process (who, what, where, when, why, how)

Rubrics and descriptions for all key assessments for new program measuring content knowledge, pedagogical knowledge, P-12 student outcomes, use of technology and cultural competency.

## **Standard V - Faculty**

The faculty is qualified to perform their assignments by virtue of either advanced study or demonstrated competence in the area of their assigned courses/supervision. If faculty/instructors are not selected at the time of the proposal submission, this chart may be submitted at a later date. A faculty/instructor proposal will need to be submitted and a final submission date can be negotiated with the state.

### **Standard V Evidences**

Identification of program director (where applicable)

For Non-IHE Programs:

Instructor Name	Highest Degree, Field, & University	Assignment: Indicate role of the faculty member	Evidence of Teacher Leader Experience	Teaching or Other Professional Experience in P-12 settings

For IHE Programs:

Program Review Faculty Chart – Faculty for professional education sequence and required content knowledge courses should be listed. If elementary, general education courses that are used as part of required content knowledge should also be included.

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or Other Professional Experience in P-12 Settings
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### ***Standard VI - Resources***

1. The program is sufficiently organized, unified, and coordinated to allow fulfillment of its objectives and purposes.
2. Resources are available in the areas of personnel, funding, physical facilities, library equipment, materials, and supplies to offer a quality program.

#### Standard VI Evidences

Statement of oversight responsibility  
Overview of governance/board in place to ensure program responsibility and stability  
Documents demonstrating financial stability of organization.  
Statement of accessibility to resources, facilities  
Letters of commitment to hire new faculty from institutional administration (if applicable)

### ***Standard VII – Evidence of Prior Successful Teacher Preparation***

1. The program has evidence of successful preparation of teachers in other content areas or in other states.

#### Standard VII Possible Evidences- (Sample data from any of the following examples can be used)

Data on candidate performance on program based assessments at program completion  
Data on job placement and/or retention rates  
Praxis scores and pass rates  
Data on follow-up surveys of graduates and employers  
Where relevant, P-12 student achievement data

### ***Standard VIII - Schedule***

The program includes a timetable that outlines the program starting dates, including how candidates will be informed regarding program guidelines and expectations.

#### Standard VIII Evidences

Statement of implementation date  
Statement of anticipated graduation/completion date  
Statement of anticipated student census or description of cohort

### ***Approval***

1. Programs are fully approved by the State Superintendent of Public Instruction upon recommendation of the Division of Professional Standards Board (DPS) **prior** to being offered.
2. Programs are required to submit reports as requested by the OELD. All approved programs are subject to Title 2 low performing criteria found at the following link:

[http://www.doe.in.gov/dps/teacherprep/pdf/Low-Performing\\_Criteria\\_9-09\\_R2.pdf](http://www.doe.in.gov/dps/teacherprep/pdf/Low-Performing_Criteria_9-09_R2.pdf)

3. In the event that the program is discontinued, the institution must notify the OELD.